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ABSTRACT

As an introduction to two models for teaching teachers to assess bilingual and limited-English-speaking students' language proficiency, legislative and educational perspectives on the need for development of language assessment procedures for this group are outlined and strategies for implementing such procedures are discussed, including community and school needs assessment, initiation strategies, and final implementation approaches. The two models presented, which emphasize the teacher's role in the assessment process, include one in which various agencies are contracted separately by a school district to provide instruction to teachers, and one in which agencies are contracted to manage the inservice education program, with each agency providing a representative to a central coordinating committee. Management considerations concerning program administration, the role of consultant-instructors, patterns of communication, and content for each model are noted, the advantages and disadvantages of the two types are compared, and an example of how one district implemented the second model is provided. (MSE)

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IN-SERVICE EDUCATION MODELS FOR CLASSROOM EDUCATORS TO ASSESS LANGUAGE PROFICIENCY IN BILINGUAL STUDENTS

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IN-SERVICE EDUCATION MODELS FOR CLASSROOM EDUCATORS TO ASSESS LANGUAGE PROFICIENCY IN BILINGUAL STUDENTS

Celeste E. Freytes
Charlene Rivera

INTRODUCTION

While the Bilingual Education Act (Title VII) legally acknowledges the language needs of minorities in the United States, it does not provide a formalized strategy by which to redress past educational inequities. This fact has been underscored by the numerous cases of litigation charging that inadequate educational practices continue to occur. However, with the *Lau* v. *Nichols* (1974) Court decision and the resultant Task Force Findings or *Lau Remedies* (1975), school districts have been presented with the responsibility of formally assessing language needs and designing educational plans to meet the educational needs of students with limited-English skills and proficiency.

Although legislated, the success of requiring a school district to apply "remedies" or guidelines rests on the overall understanding of what procedure is to be designed as well as on the process used to implement it (Fullan and Pomfret, 1977). It is therefore the purpose of this paper to describe two in-service language assessment models that may be utilized in educating classroom educators who need to assess language proficiency of bilingual students. Before actually detailing the specifics of the models, it is important to document the historical reasons

for the need for the development of language assessment procedures.

NEED FOR LANGUAGE PROFICIENCY ASSESSMENT

Achievement

The educational achievement of the linguistically different student was found to be "consistently below the achievement of the total national age population" (National Assessment of Educational Progress, 1977, p. 5). Among the contributing factors to this situation were language, sociocultural differences, amount of schooling as well as societal attitudes toward the non-native English speaker. This educational situation went virtually unacknowledged until a government analysis of the school achievement of Mexican-American students in the Southwest demonstrated that 8.1 was the average years of schooling for students 14 years of age and older (United States Commission on Civil Rights, 1972). Parallel school achievement problems have been reported for other Hispanic, Asian, and Native American groups (United States Commission on Civil Rights, 1976; *Lau* v. *Nichols*, 1974 United States Commission on Civil Rights, 1978). Statistics on the school drop-out or "push-out" rate of students from non English-speaking backgrounds also underscored the intensity of the need for re-assessment of the educational situation (Task Force on Children Out of School, 1970; Steiner, 1974; Rivera, 1976).

Legislative Developments

The concept of bilingual education was introduced into the political arena as awareness of the educational needs increased. The problems of school achievement and high drop-out rates among

language minority students added fuel to the fire to the Civil Rights movement of the late 1950's and 1960's. The historical 1954 *Brown v. Board of Education* Civil Rights decision, which called for equal educational opportunity for all races, laid the groundwork for redressing the educational inequities of the then estimated three million students (Andersson and Boyer, 1970) of limited-English ability. The official recognition of language minorities occurred in 1968 when Congress passed the Bilingual Education Act--Title VII--as an amendment to the 1965 Elementary and Secondary Education Act. This landmark legislation stipulated that a program of instruction be designed to "teach children in English and to teach in (the native) language so they can progress effectively through school" (Office of Education, 1976, p. 11). By this definition, it is obvious that language was a unique component to be considered.

Language was also found to be particularly significant in the education of limited English-speaking students in the 1974 San Francisco court case of *Lau v. Nichols*. In this instance, with the United States Assistant Attorney General as *amicus curiae*, the United States Supreme Court reversed the negative decision of the Federal District Court and the Appeals Court. It ruled that:

> The failure of the San Francisco School System to provide English language instruction to approximately 1,800 students of Chinese ancestry who do not speak English...denies them a meaningful opportunity to participate in the public educational program and thus violates Section 601 of the Civil Rights Act of 1965. (p. 563)

Specifically, in the Court's opinion:

> Under these state imposed standards, there is no equality of treatment by providing students with the same facilities, teachers textbooks, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. Thus in accord with the Lau decision, language needs of "national origin minority group children must be stressed in order to meet...language skills needs as soon as possible and not to keep them in programs that operate as an educational dead-end or permanent tract." (p. 568)

In complying with the Court's opinion, the San Francisco Unified School District with a citizen's task force designed guidelines for school districts to follow in the case of students whose "home language is other than English." Some months later, Congress codified the decision as part of the Equal Educational Opportunity Act of 1974 (Teitelbaum and Hiller, 1977). The Office of Civil Rights adopted guidelines that have come to be known as the Lau Remedies (United States Department of Health, Education, and Welfare, 1975). They specified that students through language usage questionnaires be identified as:

A. Monolingual speaker of the language other than English

B. Predominantly speaks the language other than English

C. Bilingual

D. Predominantly speaks English

E. Monolingual speaker of English

Based on the general category in which a student fell, educational programs were then designed and matched to student needs.

In submitting a compliance plan, the Office of Civil Rights requires a written statement from the school district stipulating how language minority students are to be identified, how language dominance and competence are to be assessed, and what educational program or programs will be implemented to meet the needs of those students.

School systems required to take action face two major problems. First of all, a district is often forced to work in an area in which it has little experience and/or expertise. Secondly, the time frame within which action is required often creates panic, wherein administrators are tempted to impose procedures without involving classroom educators (Gerfert *et al.*, 1978).

While most paradigms or models developed to assess language proficiency do not include active participation of the classroom educator, it is our contention that their participation is critical to successful implementation. Thus, a major objective of the in-service language assessment models to be presented is to highlight the role of the classroom educator in developing a language assessment procedure.

STRATEGIES FOR IMPLEMENTING LANGUAGE ASSESSMENT PROCEDURES

Needs Assessment of Community and Schools

Prior to organizing a language assessment procedure, it is of utmost importance to collect meaningful background information on the population to be serviced. Eyster (1977) suggested that pre-planning information should include general demographic information such as population statistics, educational and economic

levels, national and racial background, geographic area of service, and educational offerings in community.

Additionally, specific background data on the school system to be serviced should also be ascertained. Specifically, it is important to determine the:

1. number of students in the school district;
2. census data indicating the number of potential LES students in the school district (possibly attainable from the State Department of Education);
3. number of students presently in the bilingual education program;
4. distribution of the bilingual students among district schools;
5. number of bilingual students per class;
6. number of paraprofessionals available to work with bilingual students;
7. number of teachers per bilingual student;
8. certification qualifications of bilingual teachers.

While general demographic information is being collected, it is imperative to combine this with on-site visits so as to obtain a perspective on how the school system perceives its role among bilingual students as well as how it perceives bilingual education in general. This data along with the school district's stated priorities and program objectives provide a frame of reference for designing a program that can meet the needs of a particular school district.

Organizational Structure: Initiation Strategies

Lau Remedies (1975) require a three-fold process: (a) identification of language dominance, (b) assessment of language competencies in the receptive and expressive language areas, and

(c) designation of a specific program of instruction for eligible bilingual students. The major concern here is with the second aspect--the assessment of language competencies--specifically, the procedure for formalizing and implementing an assessment procedure.

Process

Initially, in the conceptualization of any plan that must subsequently be implemented, the question of local needs as well as who will be ultimately responsible for the plan's implementation predominate. Both issues are interrelated. Frequently local needs, political and/or actual, will dictate who will finally be given the responsibility for developing and carrying out a plan of action.

Most importantly, the question of priorities needs to be considered. What are the goals of in-service education? Who will partake in the in-service education? What is the participants' role in terms of the decision-making process? Where will the in-service education take place? What are the options? How will the in-service education be implemented?

While analyzing local needs, the key issues still remain. Who will be responsible for developing a plan of action? Since the ultimate responsibility rests with the superintendent, it is his/her choice to determine the parameters for planning and implementing a diagnostic language assessment procedure. Thus, at the onset of planning or at the initiation stage, the administrator must decide whether or not to allow potential users, i.e., classroom educators, to be co-deciders, or simply to inform them with-

out allowing active involvement in developing a plan for a language assessment procedure.

Fullan and Pomfret (1977) characterized two participation alternatives that have been found useful in predicting the potential success of implementing an innovation--"the managerial vs. the user approach." In the managerial approach, it is assumed that "resocialization of users is needed. Users are seen not as co-deciders but as advisors. They are to be retrained, and are to provide information (e.g., about problems encountered) that will facilitate this retraining" (Fullan and Pomfret, 1977, p. 379). From this perspective, successful implementation of an innovation depends upon clarity of the innovation, competence to carry it out, appropriate resources, congruence between the organizational structures and the innovation, and the users motivation. With little opportunity for input, participants are simply expected to "accept previously accepted proposals" (p. 380).

From the users perspective, participants decide and/or co-decide the parameters of the innovation and its implementation process. Again socialization of the participants is assumed. While in some ways ideal, problems arising from this approach include lack of clarity in what is to be innovated, frustration, role confusion, and ultimately, possible negation of the innovation. It is therefore essential to develop an effective support structure that will facilitate the decision-making process.

In-service education goals

The goals of an in-service education program should be determined through an analysis of the program objectives, the local

needs, and the available resources. The needs perceived by administrators and teachers should, of course, be incorporated into the analysis. In applying these criteria, historical and legislative developments (described in the introduction) strongly underscore the need for developing a workable language assessment procedure. While this background provides a global overview, the specific goals of any in-service education must be developed cooperatively. In the models to be presented, these efforts are crucial to successful implementation of the in-service education goals.

The manner of organizing an in-service education program can determine its successful implementation. In the case of bilingual education resources, the efficiency of planning is sometimes minimized because coordination among planning agencies rendering services in the field is minimal. For example, it has been found that districts offer independent contacts to different agencies to perform the same task. In such a situation, the school district while receiving some assistance does not tap the full potential of the planning agencies.

Other factors that affect the implementation outcome are the site of the in-service education, the expertise of the consultants, their resource support, the proposed process and content to be implemented, and the planned product or outcome. The role played by the classroom educator will be a major factor in determining success of the procedure to be implemented.

Analyzing fifteen studies, Fullan and Pomfret (1977) established a frame of reference for measuring the success of an "implementation process." They found the implementation process to

be a complex phenomenon that required analysis independent from the process of planning and adoption. They indicated that planning and conceptualization of a given process was not always in accord with its ultimate implementation.

Consultant expertise

The responsibility of selecting an appropriate consultant relies on the coordinated efforts of the school district and the planning agencies. It is recommended that the following areas be considered as minimal requirements:

1. expertise in assessment and language;
2. experience in the area of bilingual education;
3. be a native speaker of a language other than English or have a command of a second language.

Role of classroom educator

Boyan (1969) analyzed the role of classroom educators in the organizational authority of the school. He indicated that the majority of the research reported (in organizations and behaviors) analyze classroom education from a "role expectation's" perspective or from a comparison between organizational needs vs. personal needs. Boyan proposed that classroom educators play a more self-assertive role today than in the past.

Taking these factors into account, it is of utmost importance to plan an in-service education program with participant input. In the initial stages participant concerns can be established through informal meetings. Such exchanges help establish rapport with the group that will be implementing the ideas, and motivate cooperation since there is a genuine effort to use their expertise

and experiences.

Implementation Strategies

Site of in-service education

It is recommended that any in-service education take place in the field. Experience has shown that teachers are more aggressive in this setting and motivation tends to be higher.

For the consultant, a field setting may force a research-oriented professional to adapt otherwise theoretical materials. Thus, rather than place a burden on educators, the in-service education program can prove to be an invaluable educational service for both participants and consultants.

Resource Support

Fullan and Pomfret (1977) define resource as the "provision of time, materials, and other facilities during implementation" (p. 373). Using this definition, the following are recommended:

1. Content presented to participants should be directly related to the needs of their students. The information gathered in the needs assessment can aid in making the fit, particularly in the selection of materials.

2. It is helpful to utilize as many audio-visual resources as possible (e.g. overhead projector, transparencies).

3. Another important variable is the use of time. A workshop/course should not exceed one and a half hours without a break. Also, a shift in activities (e.g., where participants gather in groups according to grade level interests) should often be scheduled. This encourages participants to have an active developmental participation in the content of the sessions. For the instructors, it signals how participants are adapting to the information being presented.

Content

Procedures for making the content meaningful to teachers include:

1. Collection/specification of relevant student demographic data according to age, sex, and grade.

2. Meeting with participants to discuss how data must be brought to bear on the assessment of students.

3. Presentation and discussion of available language proficiency instruments to assess language proficiency in the native language and in English.

4. Establishment of criteria for: (a) selection of potentially appropriate instruments in each of the four language areas--listening, speaking, reading, and writing, and (b) critical evaluation of the instruments most appropriate for the student population being serviced by the participants.

5. Pooling of the evaluation information so as to prioritize norm and or/criterion referenced tests according to their usefulness.

6. Selection of the instruments or sections of instruments to be field tested.

7. Once appropriate instruments have been selected at each grade level, the participants working in teams (e.g., K, 1-3, 4-6, 7-12) will design an overall assessment procedure for each grade level.

8. Review evaluation of the designed processes for each of the above grade levels and/or clusters of grade levels.

Patterns of communication

Patterns of communication refers to the feedback mechanism established among administrators, participants, and consultants. Although these feedback mechanisms vary within the model, three factors that will affect the participant/instructor experience must be kept in mind--frequency of meetings, accessibility of instructors, and informal meeting times.

Frequency of meetings: Meetings that are held at least once

a week allows for continuity in the material presented and reinforces the interaction between the participants and consultants. It also allows time for participants to evaluate the course content, make classroom observations, and ask related questions. Additionally, such an arrangement allows time for completion of assignments.

Accessibility: The participants should feel they have access to the consultant/instructors during and after in-service time. In this way, they can directly communicate their concerns.

Informal meeting times: During the course session, many meaningful communications take place during the coffee hour. All sessions should provide for a fifteen-minute break, or preferably two ten-minute breaks. It is also helpful for the instructor to be the last to leave the site. Interaction with participants after a session provides immediate feedback on pertinent issues and concerns.

IN-SERVICE EDUCATION MODELS FOR LANGUAGE ASSESSMENT

Model Overview

In this section two in-service education models will be presented. An example of how one school district adapted Model 2 as well as suggestions on the advantages and limitations of implementing either of the two will be presented. It is important to note that in comparing models, one model is not in itself more advantageous than another. The final selection of a model will depend on the planning agencies offering the service, the school district's needs, the teacher's academic background in bilingual education, and the management context.

Model Terms

Planning Agencies

Planning agencies are organizations designed to facilitate the implementation of in-service education in the field. Objectives can be achieved in different ways, e.g., some agencies pay for the services offered to teachers, others provide consultants and still others mediate and coordinate services among agencies. The planning agencies that will be referred to are: Institutions of Higher Education (IHE), National Network Agencies, the Office of Civil Rights, State Departments of Education, General Assistance Centers, and Local Education Agencies (LEA).

Functioning Structure

One of the frequent questions encountered when analyzing any paradigm is the initial source. That is, where does the model start? In this case, it starts with the initial source of concern. Whether expressed by administrators or by teachers, it is always very important for the consultants to know the initial source of concern. When it starts at the administrative level, it is generally a reaction to a court decision or some external pressure. When it starts at the teachers' level, it is either a reaction to a mandated implementation procedure or to a genuine concern for the students' achievement.

Whatever the case, any one of the two proposed language assessment in-service education models can be utilized to meet school district needs. Fundamentally, each model operates out of a resource network comprised of one or more planning agencies

Role Expectations

The mobilization of resources is initiated by a school district. They often negotiate with several agencies to make arrangements for in-service programs without informing them that other agencies have also agreed to render training in the same or similar content area For this reason, within each model, there is a component called role expectation. In the models, this refers to the prescriptions and proscriptions held by the administrators, the participants, and the instructors.

The goals should clearly specify what both participants and consultants intend to accomplish through the in-service education program. This process can be accomplished initially through goal negotiation. In this regard it is extremely important to set realistic goals and boundaries before initiating the in-service education program.

In-Service Education Models

Management considerations

a. Administration = The support structures through which specific objectives and attitudes are carried out. These support structures include personnel, budget, and other resources. The availability of support structures in reality delimits the type of in-service education model that may be implementable by a LEA.

b. Role of Consultant/Instructors = The role of consultant/instructors varies according to the management structure of the planning agencies and the expectations of the LEA's participants.

c. Patterns of Communication = The structural feedback

mechanisms that are established between participants, consultant/instructors, administrators, and the planning agencies involved. It is the quality of this process that strongly determines the motivation of the in-service education participants.

d. Content = The information presented is adapted to the participants knowledge and field experience.

The reader should remember that these categories are provided to facilitate understanding of each model. They are by no means the only categories that should be considered before selecting a specific model. Ultimately, the needs of the local school district are primary, and we encourage the reader to critically select the model or components of the models that can be most useful to a school system.

In-service Education Model 1

Description of the Model

In this model, (Figure 1) various agencies are independently contracted by a school district to provide in-service education in language assessment procedures. While several agencies may agree to provide similar services, there is no coordination between the planning agencies in this model. Thus, the type of services offered may or may not vary greatly, for each agency functions according to its own role expectations. What coordination occurs depends solely on the LEA administrator who requested the services. The classroom educator plays a minimal role in the decision-making process. Also, the philosophical perspective and

IN-SERVICE EDUCATION MODEL 1

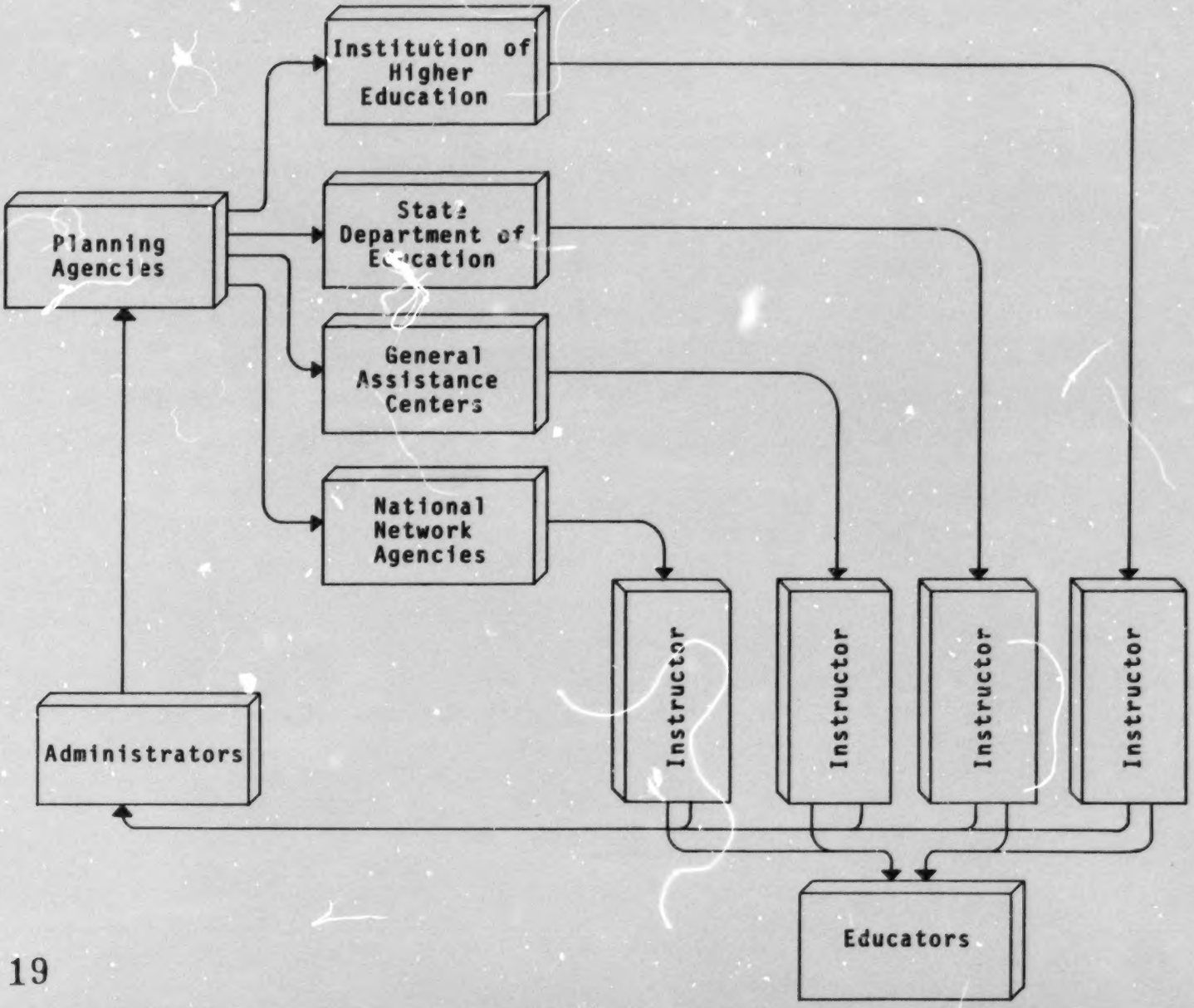

Figure 1

role expectations of the various planning agencies offering services in language assessment may or may not coincide.

Management Considerations

a. Administration. The planning agencies independently provide economic resources and direct programs through which the LEA receives services in language assessment. The services provided can be in the form of workshops, mini-courses, courses, or technical assistance. In this model most program services will be of short duration and will generally not take into account the participants' role expectations nor provide an on-going resource support network for implementation of any desired changes.

b. Role of Consultant/Instructors. The consultant/instructors act as the mediators between the planning agency providing the services and the LEA. They may function in one or more capacities, e.g., organizers, planners, directors, or implementors of a specific in-service education program. Generally, they will perform their services with little or no prior direct communication with the participants. Thus, while role-expectations on both sides exist, they are often not verbalized until after the in-service education program has actually begun, at which point it becomes increasingly difficult to include such feedback.

c. Patterns of communication. The flow of communication in this model begins with the LEA's request for a particular service. When the request for service is made by the

administrator, as a response to legal pressures, the flow of communication tends to be only at an administrative level.

d. Content. Due to the variety of consultant/instructors, establishment of a consistent frame of reference for motivating the participants to desired outcomes is most difficult. Educators are left on their own to integrate the variety of knowledge and experiences provided through the various planning agencies. With such a weak support network, adequate implementation of the knowledge received through the in-service education is practically impossible.

In-service Education Model 2

Description of the Model

In this model (Figure 2), various planning agencies are contacted by a school district for managing the in-service education program. In this case, each agency identifies a representative who becomes part of a coordinating committee. The goals and boundaries within which each agency will operate are negotiated and agreed upon. Representatives of each agency meet to outline the type of support that a school district needs and the type of support that the coordinated efforts of the agencies' resources are capable of providing. In terms of role expectations, while each agency maintains its own character, the participating agencies coordinate their service objectives. Such organization insures coordinated resources. One or more representatives of the coor-

IN-SERVICE EDUCATION MODEL 2

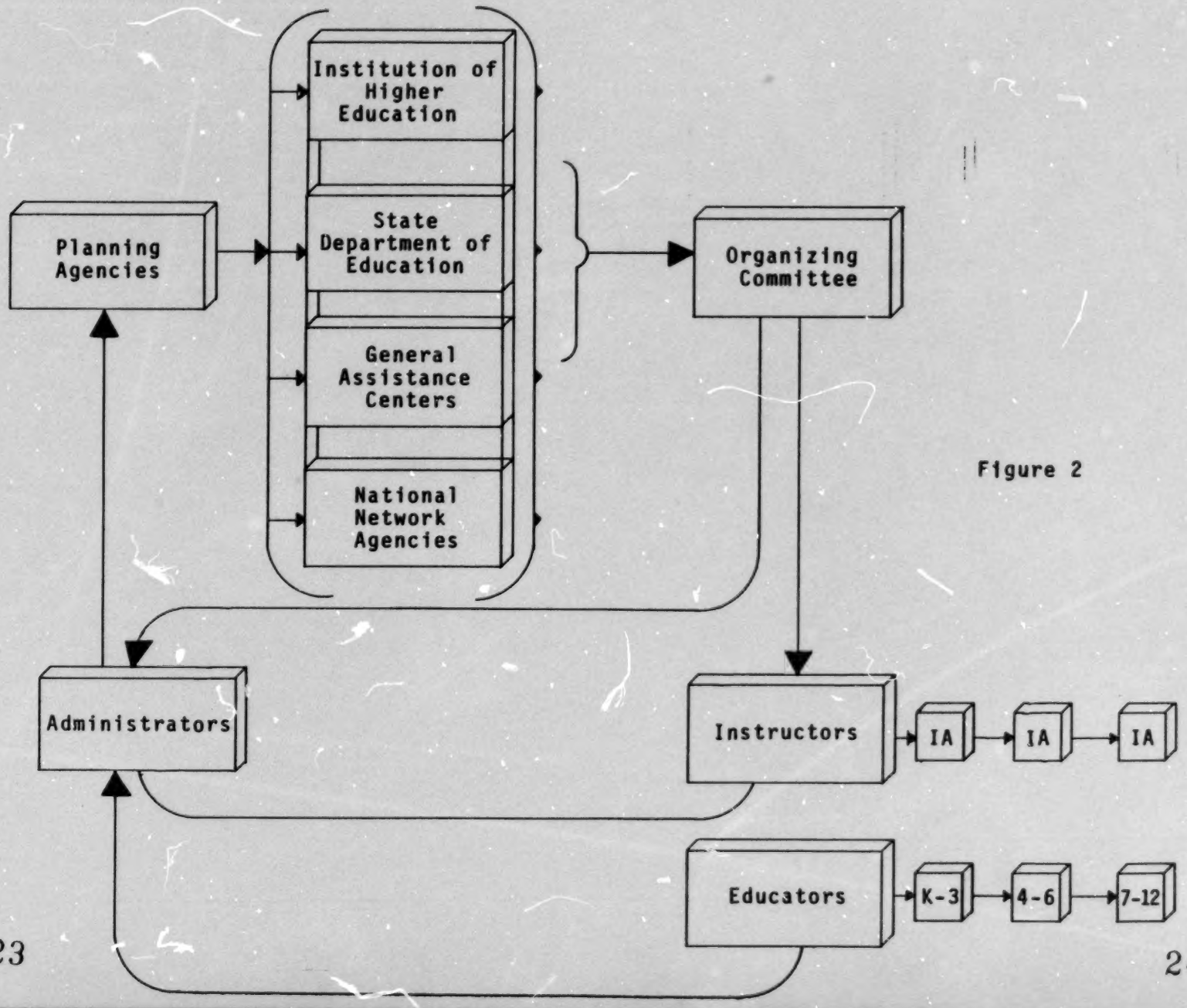

Figure 2

dinating committee will conduct an on-site needs assessment with school district personnel requesting their services. Once the needs are assessed and understood, representatives of the planning committee develop a plan of action for delivery of the services requested. The most important component of this model is the collaboration between agencies at the planning and implementation level. This collaboration facilitates exchange of ideas, skills and most significantly, resources.

Management Considerations

a. Administration. The establishment of an organizing committee provides the planning agencies with a structure within which to share economic resources as well as an organized procedure through which to service LEA's requesting in-service education in the area of language assessment. The planning agencies must be willing to cooperatively provide the management support structures for program implementation. Only member agencies who will be involved in the implementation should be part of the organizing committee.

b. Role of Consultant/Instructors. In this model, the consultant/instructors will function within the structure established between the organizing committee and the LEA. Initially, their role will be to design and mediate the services to be provided while taking into account both their expectations and those of the participants. While not directly responsible for the management of economic resources, they are responsible for implementing the

goals of the organizing committee.

c. Patterns of communication. The flow of communication generally begins with the LEA's request for in-service education. After a request is placed with one or more planning agencies, it is processed by the organizing committee which establishes the goals and boundaries of the proposed LEA in-service program. With the guidance of the organizing committee, the consultant/instructors design the content of the in-service education program taking into account the role expectations of administrators, educators, and themselves.

d. Content. The consultant/instructors direct the participants to a desired outcome. They utilize the participants' knowledge and field experience to enhance the knowledge base being presented. The use of grade level consultants is also possible. Utilizing this resource makes the content more meaningful, and more direct assistance can be provided to the participants to meet the desired goals.

Implementation of Model 2

This is an example of how the management procedure outlined in Model 2 functioned when implemented in two Massachusetts school districts (Figure 3). The process began when the Boston University Bilingual Resource Training Center (BUBRTC) was requested to organize in-service education programs in the area of language assessment. As a result of this request, the BUBRTC and the Boston University Bilingual Education Program (BUBEP) coordinated

IMPLEMENTATION OF IN-SERVICE EDUCATION MODEL 2

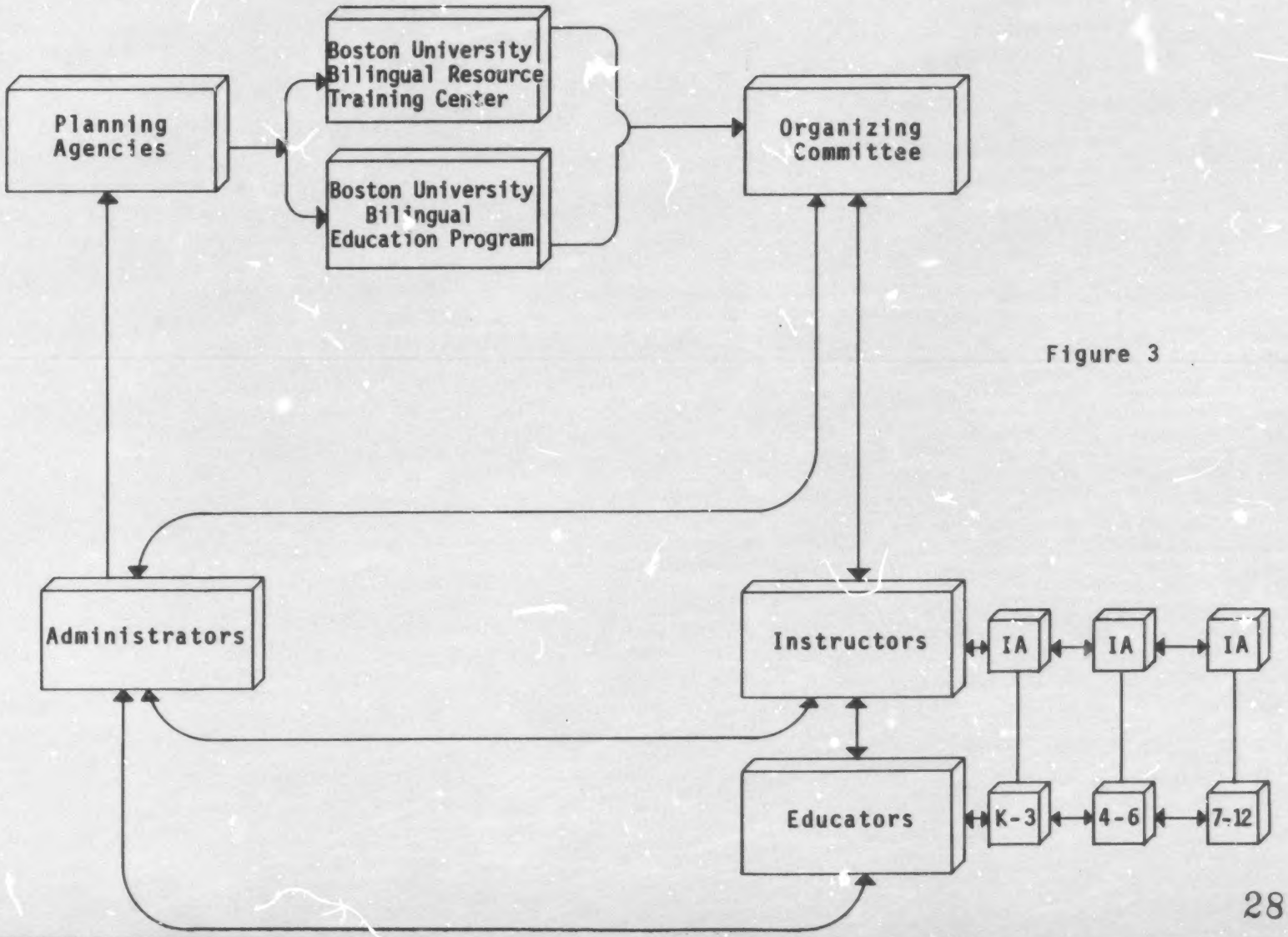

Figure 3

resources in order to meet the school district's needs.

The BUBEP and the BUBRTC each identified a representative to work on the project (the organizing committee). These qualified consultant/instructors organized and conducted a four-credit language assessment course. In the latter part of the in-service program, use was made of instructional assistants and the participants were divided into groups according to their grade levels. In this model, other staff members, as well as paraprofessionals involved in the bilingual education program were invited to participate. This structure allowed for a total of 48 contract hours.

The two-member committee directed a systematic procedure through which the language assessment in-service education project was implemented. The two programs, in addition to providing the tuition payments, financially supported the grade level consultants, clerical assistants, and other material resources necessary to implement the project.

Management Considerations

a. Administration. The planning agencies, in this case BUBEP and BUBRTC, provided economic resources and in effect, the planning agencies cooperatively provided the financial and management support structures for program implementation.

b. Role of Consultant/Instructor. The organizing committee acted as managers through which the planning agencies organized, planned, directed, and performed their services.

c. Patterns of Communication. As illustrated in Figure 3, initial interchange of ideas flowed from the LEA administrator directly to the planning agencies' committee. After the school district committed itself to the language assessment model; participants' ideas and expectations were then incorporated within the model.

d. Content. The use of consultants for each grade level helped make content materials more meaningful because participants had the opportunity to receive direction from a consultant who was also concerned with their specific needs and who would aid them in meeting the desired goals.

SUMMARY AND IMPLICATIONS

The two models presented provide a frame of reference for planning agencies servicing school districts in the area of language assessment. In actual implementation, there will no doubt be variations. The models integrate the major components that need to be considered when organizing a language assessment in-service education component. The models, in addition to identifying various planning agencies, reflect a dynamism that is implicit in the philosophy of the in-service education being proposed.

Each model reflects a different management organization. Model 1 reflects a common reality--several uncoordinated planning agencies involving themselves in a school district. Each planning agency responds to a request, establishes goals and priorities,

and manages its own resources without considering the role that other planning agencies are taking within the same school district.

Model 2 represents a lesser known reality. It assumes that planning agencies are familiar with one another's resources and are willing to spend time planning and working with each other. The overall management responsibilities rest with the coordinating committee.

In Figure 3, a sample of the implementation of Model 2, the consultant/instructors played the major management role. Through the cooperation of the planning agencies, they identified the necessary economic resources, organized, planned, directed, and actually performed the services requested.

In terms of the two models, several implications should be noted. The successful implementation of an in-service education program whose objective is to develop assessment procedures for bilingual educators is a complex process. It requires goal setting and the development of a management procedure as well as identification of other pertinent resources.

The process of locating appropriate services can be very broadening for the LEA in need of services. Through contact with many agencies, school districts quickly become aware of the variety of services available. However, if dealt with on a one-to-one basis, as is the case in Model 1, at the end of several sessions it would be quite difficult to identify what had been accomplished. Whereas if efforts were made to coordinate services as in Model 2 and the implementation of Model 2 (Figures 2

and 3), actualization of the desired outcomes might persuade in their favor. In the final analysis, selection of an in-service education model should be determined by the local needs, the time constraints, and the resources available. For this reason, the proposed models should be recognized as a framework within which to develop and adapt tailor-made in-service education programs. Regardless of the model selected or the adaptations made of the models, priority should be given to those required to participate in the in-service program. Their motivation, particularly when generated through active participation, will no doubt influence the desired outcomes. Thus, it is advisable to adopt a user approach. In this case, a superintendent might rely on the expertise of outside consultants in combination with that of administrators, bilingual educators, guidance counselors, and other support staff servicing bilingual students.

For the planning agencies, working within the boundaries of any of the models will also be a useful experience. Utilizing Model 2 on first glance might seem like more work than necessary since it involves planning time not required by Model 1. However, evaluation of the outcomes might quickly persuade in its favor.

Thus, when either of the two proposed in-service education models are adopted:

1. In-service education in the form of a course is preferable during the initial training of a staff in the area of bilingual education. Other types of programs, such as workshops, mini-courses, etc., seem more appropriate for those LEA's that have already been provided with some

common background in bilingual education.

2. LEAs should not be inhibited by financial constraints when in need of in-service programs for their bilingual educators.
3. Selection of any in-service education model should be determined by the local needs and the resources available.
4. Final selection of a model or sections of a model should always place priority on the participant's perspective. In this case, it is crucial to include classroom educators in the planning and development of the in-service education.

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